

vocabulary, to reproduce the right intonation, to study grammar, to broaden outlook of a learner, to enrich knowledge of English-speaking countries' culture, to develop creative thinking and so on.

Written English and spoken English are obviously very different things. The distinction is essential as we need different means and methods of teaching and – most importantly – different teaching materials. To some extent we can consider some English films as good teaching materials. As interest to spoken English has been growing it is vital to watch good films. If a film is impressive and a learner becomes interested in the plot a spoken word will be better remembered.

Word is the most powerful instrument of influencing people's mind and behavior. Among great variety of cultural and moral "conveying" instruments a good film is one of the wisest and meaningful one.

Among great varieties of films I try to choose meaningful ones with educational purpose. Such films as "Dead Poets' Society" and "Mona Lisa smile" show us examples of outstanding teachers who devoted their lives to teaching. Mostly students are really impressed by main characters behavior. Nowadays it is difficult to follow such people in the world of false moral values. But we must do it if we want to have intelligent, well-educated generation..

Students in these films were shown not only ways of getting knowledge but also ways of "spiritual surviving" in our difficult world. With no doubt these students would never commit a crime or do harm to anyone.

From such films we can conclude that in educational process a teacher must be like a bricklayer who lay bricks of knowledge on the foundation of moral values. And a teacher mustn't forget to cement this knowledge otherwise the "building" will be vulnerable and won't be able to withstand "storms of life".

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### **INNOVATIVE TECHNIQUES IN EAP/ESP AND KNOWLEDGE TRANSFER: DETERMINATION OF NOTIONS**

ALLA I. RADU, Associate Professor, PhD (Linguistics)  
*Ivan Franko National University of Lviv*

The main priority of university education in Ukraine is academic and professional training of specialists in humanities and sciences, specialists with a high level of professional and communicative competence. The development of students' academic skills in English is in the focus of attention of the ESP course in the Law School of Ivan Franko National University of Lviv.

The course meets the needs of teaching the university students the foundations of professional communication, information and knowledge transfer in the era of globalization. Thus, the **significance** of the research is determined both by the importance of introducing new teaching techniques into the practice of EAP/ESP

teaching and learning in the Ukrainian universities in the context of the globalization of the academic environment and the necessity to work out new methods of teaching English for academic and specific purposes within the cognitive-and-discursive paradigm.

The terminological basis of the research includes such terms as ‘instructional/educational technology’ and ‘innovative teaching techniques’, we suggest their interpretation in regards to teaching English for academic and professional purposes (EAP, ESP). It will help us to define the notion ‘innovative techniques in ESP/EAP’.

As far as the terms ‘instructional technology’ and ‘educational technology’ circulate in academic communication and refer to the same semantic sphere as the term ‘teaching techniques’, moreover they belong to the same professional/institutional environment and are often used interchangeably we suggest considering them first. According to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee *instructional technology* (IT) is determined as “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning” [1]. Often it is referred to as a part of educational technology. IT covers the processes and systems of teaching and learning and is subdivided into teaching technology and learning technology. IT is a growing field of study that uses all the latest achievements in the field of innovative technologies for solving educational challenges both in the classroom and in virtual learning environments.

*Educational technology* (ET) is “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” [2]. ET is aimed at developing human cognitive potential and creativity. The synonym to ET is *learning technology*, which, on the one hand, contradicts the *learning technology* as a component of IT, and, on the other – demonstrates how close these two notions – IT and ET – are to each other both in their meaning and sphere of application. Commonly both terms are used interchangeably, though, generally *educational technology* is considered to be a broader notion than that of *instructional technology*. Both terms – IT and ET – rely on a broad definition of the word *technology*. Generally, by *technology* the scholars mean any valid and reliable process or procedure derived from the basic research when scientific methods of investigation are employed. *Technology* can denote material objects such as machines or hardware, but it can also include broader notions: systems, methods of organization, and techniques [2].

The term *technology* comes from the Greek *Techne* meaning *craft* or *art*. The term *technique* is of the same origin. It seems reasonable to use both interchangeably as it is actually taking place in academic communication. Thus, *educational technology* can be broader defined as the study and practice of facilitating learning and improving academic performance by creating, using and managing appropriate academic technological processes, resources, and teaching *techniques*.

Unlike e-sources that mostly use the term *technology*, the printed ones give preference to the term *technique*. For instance, The Oxford Paperback Thesaurus

suggests the following definitions of the term *technique*: 1) *new business technique*: method, method of working, system, procedure, style of approach, manner, way, course of action, mode, fashion, means; 2) *technique of performance*: execution, performance, skill, skillfulness, proficiency, expertise, mastery, ability; 3) *technique in dealing with management*: skill, ability, capability, proficiency, capacity, expertise, talent, gift, genius; *inf.* know-how [3: 813-814].

The first meaning deals with the approach to a certain academic/professional problem/task, organization and management of the academic/professional process, as well as means in implementing the tasks – in this respect the terminological unit *innovative techniques in teaching English* means new effective approach to organizing, managing and implementing the teaching and learning process based on the use of effective methods and ways of work and means of achieving the expected goals. The second meaning suggests high level of proficiency and creativity of a person in employing his/her skills in a certain academic or professional sphere – this semantic touch broadens the definition of the terminological unit *innovative techniques in teaching English* to: new effective approach to organizing, managing and implementing the teaching and learning process that is based, on the one hand, on the use of effective methods and ways of work and means of achieving the expected goals, and, on the other – on a high level of proficiency and creativity of the English teacher in performing his/her tasks in the classroom.

The third meaning concerns personal intellectual and creative potential of a professional in dealing with the organization of his/her professional sphere, in generating new ideas, as well as forms and ways of their implementation. Thus, finally, we can define the terminological unit *innovative techniques in teaching English* in its entire semantic realization as follows: innovative techniques in teaching English are new effective approaches to organizing, managing and implementing the English teaching / learning process that is based on: 1) the use of effective methods, ways of work and means of achieving the expected educational goals; 2) high level of proficiency and creativity of the English teacher in performing his/her tasks in the classroom; 3) personal intellectual and creative potential of the teacher in dealing with the organization of the learning environment, in generating new ideas in the sphere of EAP/ESP, as well as productive forms and ways of their implementation.

As far as the last decades have definitely proven that the latest developments in scientific investigation are connected with the information or computer technologies, we use the term ‘information/computer techniques’ as a synonym to the terminological combination ‘innovative techniques’. Thus, we can further specify the definition of the notion ‘innovative EAP/ESP teaching techniques’ as innovative EAP/ESP teaching techniques that introduce computer-assisted and computer-based forms and methods of teaching and learning English. Taking into consideration all the statements mentioned above we suggest the following definition of the notion ‘innovative techniques in ESP/EAP’ – **EAP/ESP innovative techniques are new teaching techniques and learning technologies that meet the requirements of the cognitive-and-communicative process of the knowledge transfer and the development of the language personality in the modern information society and**

**help to introduce modern computer devices and information technologies into the sphere of university education.**

The effectiveness and productivity of the innovative EAP/ESP teaching techniques are determined by their great didactic and communicative potential, namely: 1) **methodological potential** – it is connected with the promotion of collaborative learning and research as far as all the participants can: a) submit the abstracts presenting the results of their research in humanities or sciences; b) read all the abstracts submitted for the conference and participate in further commenting; c) initiate discussion of the problems mentioned in the reports, leave their comments and feedback, thus, e-conferencing encourages new on-line students' research communities aimed at exploring and investigating the unknown cognitive sphere, and English becomes an effective tool of obtaining new knowledge and skills; 2) **functional-and-communicative potential** – it creates a new academic medium where all the participants are both the authors and the addressees, thus, the students become more attentive to their writing and try to improve their knowledge of English and writing skills for the Internet conferences invite discussion; 3) **psychological potential** – it gives more opportunities to verify the communication between the teachers and students, brings new touch to it, helps in creating co-operative friendly atmosphere in their interrelationships.

Thus, the introduction of the innovative EAP/ESP teaching techniques into the practice of teaching English brings in new multiple opportunities into the process of mastering English as a language for specific and academic purposes.

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### **ESP TASKS FOR DIGITAL NATIVE GENERATION**

VALENTYNA SIMONOK, Professor, Doctor of Science (Linguistics)

OLGA ZELINSKA, Associate Professor, PhD (Linguistics)

*Yaroslav Mudryi National Law University*

Using computers, mobile phones and the Internet for language learning is complex, dynamic and quickly changing. Technology adds dimensions to the already multifaceted domain of second and foreign language learning, requiring new knowledge and skills for those who wish to incorporate it into their professional practice or understand its impact on the language teacher and learner. The technology changes so rapidly that knowledge and skills must be constantly renewed to stay apace of the field.

Though modern devices, the Internet and social networking may initially appear to be a distraction to the learning process, with some creativity from a teacher